

## **BSc (Hons) Professional Police Practice**

### **LEVEL 4 - 40 Credits**

#### **Workbook title: Competency Based Workbook 1 (PCDA)**

**(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)**

**Learner name: HARRI FORD**

**Learner's University Registration Number: 2023855**

## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 1 (PCDA)***

## **Workbook Guidance**

Please read these notes carefully; they provide essential information.

### **What is the workbook for?**

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

### **Area of Professional Practice covered, (called elements in your module descriptor):**

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

### **How should the workbook be presented?**

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

**Word count policy** can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf))

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### **How is the workbook assessed?**

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

## **Confidentiality**

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

## **NOTE**

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

***Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.***

## **Dyslexia and other special circumstances**

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

**Guidance:**

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.

**Contents:**

| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                             | <b>Word count</b> |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------|
| Task 1          | <b>Wellbeing and Resilience</b>                                                                                  | <b>1000</b>       |
| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                                 | <b>1500</b>       |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                        | <b>1500</b>       |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)</b>       | <b>1500</b>       |
|                 | <b>Bibliography</b>                                                                                              |                   |
| Task 5          | <b>Development Plan</b>                                                                                          | <b>500</b>        |
|                 |                                                                                                                  |                   |
|                 | <b>Total</b>                                                                                                     | <b>6000</b>       |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b><br><i>This is confirmed by submitting through Turnitin</i> |                   |

## Task 1

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

*Guidance:*

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline the coping strategies you have applied to develop resilience and minimise stress.

*1000 words (+/- 10%: include your actual word count at the end of each section)*

### ANSWER:

The topic in which I will be discussing within this essay is the initial training in which I completed with South Wales Police and the coping strategies that I have developed within the working environment as well as outside in order to minimise stress and develop resilience. I will talk about what stress and resilience are and about how and where have encountered stress during the training and the particular coping mechanisms in which I have implemented to develop resilience against these stresses. Throughout the essay I will refer to different articles and information that relate to the topics that I am discussing and will evidence this through referencing the credible sources where I have obtained the information and research from.

The first topic in which I will be discussing is "What is stress." Upon conducting research to understand what stress really is I encountered numerous definitions and explanations as to what stress is. The first one that I encountered is by the NHS and it states "Stress is the body's reaction to feeling threatened or under pressure" (NHS, 2019). Another definition of stress that I have found which is not too dissimilar and is created by HSE and it Defines stress as "The adverse reaction people have to excessive pressures or other types of Pressures or other types of demands placed on them" (HSE.GOV, 2018). Both the Definitions of stress defined by the NHS and the HSE are very similar and the main point within both is that stress can occur through facing a demand or feeling under pressure to do something whether it in or outside the workplace.

Stress can arise and be triggered in numerous ways, some of the most common triggers for stress Suggested by the HSE are "Demand, relationships, role and change" (HSE.GOV, 2018). The first trigger suggested by HSE is Demand and this can relate to the demand of work that is being expected from a person and in turn

this can create stress for that person. The second trigger was relationships, this may be due to having a higher Demand in work and subsequently relationships with friends outside of work may suffer as a consequence.

The final two triggers mentioned in the article by HSE are role and change and these two are often combined as the change in role or change in current working role may result in an increase in demand for that person which will subsequently result in stress.

The most common signs and symptoms of stress in a person are being withdrawn, less motivated, mood swings and increased emotional reactions. (HSE.GOV, 2018) Throughout my initial training with South Wales Police I encountered stress on numerous occasions, one of the main sources of the stress during training was the two exams which had to be completed and passed in order to complete the initial training phase.

As well as the exams other sources of stress that I encountered were adjusting to a new role where there were strict uniform guidelines and standards to uphold that had to be followed. At first this was stressful for me as I had not experienced anything like this in previous employment and the final form of stress in which I faced in the training was the new demand in which I faced in terms of revision for the exams. In order develop resilience and combat the stress that I had encountered in initial training phase, I developed numerous coping mechanisms in the work place to deal with the stresses and demands of work as well as using coping mechanisms outside work to minimise stress and maintain a good work and life balance.

The biggest coping mechanisms that I used when attempting to minimise stress during the initial training phase was being organised and managing my time effectively. Having good organisation skills during this period was vital for me as it allowed me to prevent worrying about deadlines and subsequently rushing the work. Some of the ways in which being organised and managing my time effectively helped me is by planning scheduled revision classes with peers after work and on weekends, using revision cards to remember the mnemonics we had learnt during training as well setting time aside each day to learn these mnemonics.

I decided to implement the organisation and time management techniques previously mentioned as there is a good amount of evidence that suggests that being organised can minimise stress, one article which I had researched regarding the matter was

produced by Elizabeth Scott MS who is a wellbeing coach and specialises in stress management and within the article a direct link is made between being organised and the minimisation of stress as well as a link being made between organisation of your time and stress (MS, 2020).

Another way in which I attempted to minimise stress during the initial police training phase was by exercising on my days off. Being a keen surfer I was able to surf and this acted as a form of stress relief for me and there is evidence produced by specialists that shows there is a direct link between exercise which in my case was surfing and its ability to minimise stress. One of the articles that shows this is by MAYO clinic which is a non-profit organisation that specialises in mental health, the articles makes the link by saying “Exercise can provide stress relief for your body while imitating effects of stress, such as the flight or fight response, and helping your body and its systems practice working together through those effects” (MAYO clinic , 2020).

In order to complete the initial training and to subsequently overcome all of the challenges and boundaries I have faced I have had to develop resilience. The NHS describes being resilient as “a person’s bounce back ability in the face of difficulty or challenges. Resilience as the ability to adapt and grow following adversity” (NHS, 2020), without being resilient and being able to manage stress effectively through exercise and organisation of my work the initial training would have been significantly more difficult.

To conclude this essay I feel that without developing proven coping strategies such as organisation, time management and exercising outside of work in order to minimise stress the initial police training would have been more difficult and this would have been reflective in my results and performance.

I also believe that by being initially resilient and well as developing resilience throughout the process when facing challenges and obstacles has allowed me to complete the training successfully.

1088 words

## Bibliography

Health and Safety Executive, unknown . *stress at work- work related stress*. [Online]

Available at: <https://www.hse.gov.uk/stress/what-to-do.htm>

[Accessed 28th july 2021].

MAYO clinic , 2020. *stress managment and excercise*. [Online]

Available at: <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/exercise-and-stress/art-20044469>

[Accessed 28th july 2021].

MS, E. S., 2020. *Very Well Mind*. [Online]

Available at: <https://www.verywellmind.com/tips-on-getting-organized-3145158>

[Accessed 28th july 2021].

NHS , Unknown . *What Is Resilience*. [Online]

Available at: <https://people.nhs.uk/guides/health-and-wellbeing-conversations-support-for-facilitators/steps/what-is-resilience/>

[Accessed 28th july 2021 ].

NHS, unknown . *stress- every mind matters*. [Online]

Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/>

[Accessed 27th july 2021].

## Task 2

### Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

**Give a brief description** of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

**Review** the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

**Describe** the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1500 words (+/- 10%: include your actual word count at the end of each section)

### ANSWER:

Managing conflict is a vital skill and an everyday part of modern policing and is a key contributor to resolving situations. Throughout this essay I will reflect on an incident involving conflict that I have been engaged in and the subsequent result of the incident. I will also focus on key milestones throughout the incident such as the actions taken by myself, application of these actions, the effectiveness of the actions and the use of force and its application.

I will use the Gibbs reflective model (University Of Edinburgh , 2020) in order to analyse my response to the incident, reflect on the actions taken during the incident and consider what could have been done differently to resolve the situation by exploring other options that were available. Finally I will identify any new knowledge

or experience that I have gained and consider how this could be implemented into future incidents to resolve a similar incident effectively.

Police play a vital role in managing conflict between parties whether it's a domestic argument between two parties or a large street brawl, the tactics used remain the same and occasionally the use of force is required in order to resolve the situation, as quoted in the college of policing "There will always be occasions where officers and staff are required to use force to protect the public, themselves, or to effect an arrest" (College of Policing, 2020)

In situations involving conflict the first tactic used by police is tactical communications, this is where police presence and communication between police and the subject is used to diffuse aggressive behaviour and resolve conflict (The police Charter , 2018)

Tactical communications is the least intrusive and harmful tactic that can be used in conflict resolution but is often ineffective, but in case where tactical communication is not effective the use of force may be used in order to resolve the conflict and effect arrest but this use of force must be a justifiable and proportionate response to the situation that officers are faced with. The two conflict resolution tactics mentioned previously sit at different ends of the spectrum with numerous appeals in-between such as reasoning appeal, personal appeal, the final appeal and then if these appeals fail then action is to be taken which in a policing context is the use of force. This appeal system is called the 5 stage appeal and is used by police as a conflict resolution framework (College Of Policing, 2018).

There are 5 stages in the appeal, one of the appeals is the personal appeal and this is used to build rapport between the officer and subject in an attempt to diffuse the situation and if this stage is ineffective then the final appeal is used and this stage is used to allow the subject to reflect on the actions they have taken with the hope that the situation deescalates.

Before any force is used by an officer they consider whether the force is justifiable, their response to the situation is proportionate, the actions they are about to make are legal, consider their accountability for the actions, whether the response is necessary and is the response ethical, college of policing have created the mnemonic JPLANE to remember these factors when considering the use of force and taking action (Avon and Somerset Police , 2019).

The image below shows the structure of the National decision making model and how each point that requires consideration in order to make a successful decision is centred on the code of ethics (NYP Learning, 2016):



The incident that I will be talking about where I was engaged in conflict occurred where I and colleague attended an emergency call to reports of a male that had fallen of a curb and had sustained injuries to his head and police presence was required to assess the situation and notify the necessary services to attend. After arriving on scene we assessed the male and it was deemed that medical attention was required for the male's injuries. After waiting a short amount of time with the male, a member of the public started filming the male and this was very distressing for the casualty we were dealing with, so I politely asked the male to stop recording and move away to allow us to deal with the situation. The male refused and carried on filming the male and demanding the collar numbers of myself and my colleague, after providing these the male carried on filming and then become abusive towards my colleague using explicit language and causing a nuisance. The male appeared intoxicated and was unsteady on his feet and slurring words, my colleague and I both warned the male that his behaviour, should he carry on, may result in him being arrested for being drunk and disorderly in a public place. Despite this, the male carried on with similar behaviour and the decision was made by my colleague to arrest the male for being drunk and disorderly in a public place under Section 91 of the Criminal Justice Act 1967 (Legislation.Gov, n.d). As my colleague walked toward the male in order to effect arrest, the male began to resist and at this point I ran over to assist my colleague, the male was aggressively

resistant and due to this, myself and my colleague use proportionate force to get the male to the ground and when on the floor the male still refused to release his grip in order to allow my colleague to place the male in handcuffs. At this point further force was necessary in order to place the male in handcuffs which was implemented and following this the male was handcuffed.

My feelings during the time of the incident and as it developed were shocked as the male was unprovoked and the incident in which we were dealing was unrelated to the male and in question. My thoughts at the time of the incident were initially how we were going to deal with the incident with the least amount of disruption to all parties involved. I believe that my colleague and the casualty that we were dealing with also had the same feelings and thoughts about the situation due to it being so unprovoked and unexpected. My thoughts about the incident afterwards were primarily reflecting on the incident and my response to it, considering things such as alternative methods of dealing with the incident and whether the situation could have been resolved in an earlier stage of the five stage appeal.

My analysis of the incident considers numerous events and allows me to view the incident from another perspective and see the things that went well, also where professional development is needed.

I believe the things that went well during this incident were that myself and my colleague were able to effect arrest and bring the conflict to an end with effective resolution but I believe there are things which could benefit from improvement such as my tactical communications and my use of the five stage appeal. For instance although I used the reasoned appeal in order to gain rapport with the subject I believe that I could have used the final stage appeal more effectively in order to make the subject view they're actions and consider them. The theory that best explains why the incident led to conflict is the Betaris box model which is a model that shows that my attitude and behaviour can have a direct effect on the offenders behaviour and attitude and in this particular situation my oppressive and stern attitude escalated the behaviour and attitude of the subject, which subsequently led to conflict. I believe that an altered response to the situation by myself may have produced a more positive result in terms of not resorting to conflict, however, I believe the outcome of arrest would have been inevitable no matter what response I

would have implemented as the subject was acting in a drunk and disorderly manner.

My conclusion is that in retrospect I would have done numerous things differently such as focusing more on stages of the five stage appeal, specifically the personal appeal stage where I could have built a better rapport with the subject and possibly resolved the situation with the use of force and also focussing on the final stage appeal to make the subject focus on their actions and view the situation from my perspective. I believe that from this incident I am now in a better position to use the five stage appeal more effectively and from this incident I have developed the skills to implement this appeal model more effectively.

In the future I will implement the five stage appeal model in its entirety ensuring that I focus on the personal appeal stage and in this stage build a more positive rapport with the subject and through this make him consider his actions and subsequently resolve the situation without the use of force. The new knowledge and experience that I have developed and learnt from this incident will assist me in similar incidents in the future (College Of Policing, 2018) and subsequently allow me to resolve situations more effectively and finally as well as developing my tactical communications I would improve my attitude and behaviour when dealing with incidents by being less oppressive and stern as the Betaris box model shows that this attitude is reflected in the subject and in this situation that attitude is clearly prominent.

1576 words

## **Bibliography**

Avon and Somerset Police , 2019. *The national decision making model*. [Online]  
Available at: <https://www.avonandsomerset.police.uk/media/27527747/national-decision-model.pdf>  
[Accessed August 2021].

College Of Policing, 2018. *Tactical Options*. [Online]  
Available at: <https://www.app.college.police.uk/app-content/public-order/planning-and-deployment/tactical-options/>  
[Accessed August 2021].

College of Policing, 2020. *Conflict Management Skills*. [Online]  
Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management->

skills

[Accessed August 2021].

Legislation.Gov, n.d. *Criminal Justic Act 1967*. [Online]

Available at: <https://www.legislation.gov.uk/ukpga/1967/80/section/91>

[Accessed August 2021].

NYP Learning, 2016. *Intelligent Leadership*. [Online]

Available at: <http://nyp-learn.com/Leadership/index.html>

[Accessed August 2021].

The police Charter , 2018. *Tactical Communication*. [Online]

Available at: <https://www.thepolicecharter.com/tactical-communications#:~:text=Tactical%20Communications%20is%20essentially%20required%20training%20for%20anyone,of%20direction%20by%20the%20officer%20to%20the%20public.>

[Accessed August 2021].

University Of Edinburgh , 2020. *The Gibbs Reflective Cycle*. [Online]

Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

[Accessed August 2021].

### Task 3

#### Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

**Give a brief description** of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

**Explain and reflect** on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

**Illustrate** how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

#### ANSWER:

In this essay I will talk about an incident that I have managed, where I have guided a victim through the criminal justice system by managing their needs and expectations as well as identifying any issues surrounding ethnicity, culture and language that may act as a barrier.

I will also talk about my responsibilities in regards to the victim's code of practice (Ministry Of Justice , 2020) and the provision of them and talk about the relevant police values and where I have engaged them.

The incident that myself and my colleague attended was an emergency call to reports that a male had assaulted his partner and had locked the female victim outside. On arrival we received further information that their child was inside the house with the male and had been taken from the female during the altercation. Based on the disclosure that the female had made regarding the assault myself and my colleague decided to arrest the male for common assault under section 39 of the

Criminal Justice Act 1988 (legislation.gov.uk, n.d.). The arrest was made as when attending domestic violence incidents positive action is always to be taken and this is reinforced by the College Of Policing where they state “Police officers have a duty to take positive action when dealing with domestic abuse incidents. Often this means making an arrest, provided the grounds exist and it is a necessary and proportionate response” (College Of Policing, 2015)

After making the arrest, officers conveyed the male to Swansea Central Custody Suite where his detention was authorised. Both the male and female were checked for injuries but neither required medical attention, officers returned the female to the home and obtained a statement and conducted other lines of investigation such as house to house enquires and CCTV enquires.

The criminal justice system can be a daunting experience for victims who have been the victim of a crime regardless of severity and there are numerous procedures and referrals that are available to victims and can be provided by police, some of which I have implemented on this occasion and will now explain and reflect on.

My initial thoughts and concerns at the incident were to establish exactly what had happened and if any offences had been committed. It was quickly established that the offence of Common assault (Section 39 of the Criminal Justice Act 1988) had taken place and in order to safeguard the victim, myself and my colleague, I arrested the male as a form of positive action and following arrest after establishing that no medical attention was required. He was taken to custody where later in the investigation we were able to establish in interview his account of the events that had taken place and subsequently further the investigation.

After returning the female to the house I was able to explain the next steps of the criminal justice system and answer any questions that the female may have.

I established that there were no issues surrounding ethnicity, cultural values or language surrounding this incident so I did not need to implement any further measures, however due to the nature of the assault, I believed that the statement should be taken by my female colleague as there is scientific evidence to show that a victim or patient is more likely to disclose more sensitive information to someone of the same gender (Hall, 2002).

Following the statements being taken, I explained to the female that a Public Protection Notification (PPN) is a 28 question form that assesses the risk of a victim

of domestic violence and is shared with other agencies should they believe that intervention or assistance is needed (South Wales Police, 2008).

The female consented and completed the form with myself. This is one of the safeguarding measures that I put in place as well as offering suitable advice regarding changing the locks of the doors and having pre-arranged times as she stated that he often would turn up unannounced.

One of the issues that became immediately apparent was the child's parents were the victim and the perpetrator in the incident, but this problem was resolved where the female explained that the child lives with her and that the child only visits the father on arranged times and locations.

In regards to the victim's code of conduct I explained this to the female and gave her a brief insight of what the code of practice means for her in regards to what support is available to her and who can best provide it (Ministry Of Justice , 2020).

One of the items within the code of practice that the female highlighted was court attendance, she explained that she would be apprehensive and nervous and about attending court, this is where I explained that there are special measures that can be put in place to ensure court attendance such as screens that block the view of the perpetrator and viewing the layout of the courtroom prior to attendance with a court liaison officer. This would make giving evidence more comfortable due to being familiar with the court layout.

The female provided a statement to my colleague in regards to what had happened during this incident, following this I explained to the female that she is able to provide us with a victim personal statement, the government website describes the Victim personal statement as "an opportunity to explain how the crime has affected them, physically, emotionally, psychologically, financially or in any other way" (Gov.uk, 2013).

One of the questions that the female asked myself was what happens next? To which I explained, the male will be held in custody until he is interviewed by officers, what disposal method will be used, whether that may be charged or if there is not sufficient evidence to support the prosecution then he might be released and no further action take. I assured the female that I have completed all of the relevant safeguarding measures and referrals and that should he return and his presence is unwanted that she should contact the police immediately.

I informed the female that throughout the investigation, I will keep her updated on any relevant information and that I will update her on the final outcome of the incident, as well as providing her with a mobile phone number and name of the officer in case should she have any further concerns or queries.

To ensure that the policing's core values are upheld, all officers in the United Kingdom are expected to follow the policing values which are contained within the competency value framework (CVF), "The framework ensures that there are clear expectations of everyone working in policing. It defines relevant behaviours, competencies and values which uphold the principles of the Code of Ethics" (College Of Policing, 2017)

The competency Value framework consists of four core values which are public services, transparency, integrity and impartiality. Within the framework there are six competencies that are to be demonstrated which are being innovative, emotionally aware, taking ownership, collaborative, deliver/support/inspire, critically analyse and finally being open minded. (College Of Policing, 2017).

During this incident I used a variety of competencies in order to achieve a successful outcome, one of the main competencies that was necessary was being emotionally aware, this was particularly important as the situation in which I found myself dealing with was of a sensitive nature for all parties involved due to them being family members.

Another key competency that I found myself using during this incident is critical analysis as I had to analyse the evidence, accounts and information that I had available to me to understand exactly what happened and to establish what action needs to be taken.

The final competency that I used extensively in this incident was being collaborative, this competency was used when sharing information and concerns with other agencies such as the Domestic Violence Unit and Social Services who were able to provide help and support as well as other specialist departments such as victim support. As well as demonstrating these competencies throughout the incident I was also considering other things such as my language preference when talking to the victim and young child.

The final outcome of the incident was that the male was released with no further action being taken against him due to the lack of independent witnesses and

evidence, the victim was updated with this information and has accepted this and no longer has contact with the male except for arranging child contact.

The things I have learnt from this incident is the importance of the competency framework when dealing with sensitive situations such as this and the use of compassion and being emotionally aware as well as making reasonable adjustments to accommodate for any issues surrounding gender when taking statements in order to secure best evidence. I have also learnt the importance of my responsibility's in regards to the victims code of practice and ways in which police are able to help victims and witnesses through other avenues, such as the ability to assign a court liaison officer to familiarise the victim with the court room prior to when they may have to give evidence at the court.

1528 words

## **Bibliography**

College Of Policing, 2015. *Arrest and other Positive approaches*. [Online]

Available at: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches/>  
[Accessed September 2021].

College Of Policing, 2017. *Competency Value Framework*. [Online]

Available at: <https://www.college.police.uk/career-learning/career-development/competency-and-values-framework-cvf>  
[Accessed September 2021].

Gov.uk, 2013. *Victim Personal Statement*. [Online]

Available at: <https://www.gov.uk/government/publications/victim-personal-statement>  
[Accessed September 2021].

Hall, J. A., 2002. Patient and education counselling. *Do patients speak differently to male and female practitioners?: A meta-analytic review*, 48(3), pp. 217-224.

legislation.gov.uk, n.d.. *Criminal Justice Act 1988*. [Online]

Available at: <https://www.legislation.gov.uk/ukpga/1988/33/section/39>  
[Accessed September 2021].

Ministry Of Justice , 2020. *Codes of practice for victims of crime in England and Wales*. [Online]

Available at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974376/victims-code-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974376/victims-code-2020.pdf)  
[Accessed September 2021].

South Wales Police, 2008. *Adults At Risk*. [Online]

Available at: <https://www.south-wales.police.uk/SysSiteAssets/media/downloads/south-wales/about-us/policies-and-procedures/english/adults-at-risk---english.pdf#:~:text=Public%20Protection%20Notice%20%28PPN%29%20PPN%20is%20an%20information,RMS%20NICHE%20for%20officers%2>

[Accessed September 2021].

## Task 4

### Relevant areas of the National Policing Curriculum:

#### Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

**Give a brief description** of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

**Explain** your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

**Illustrate** how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

1500 words (+/- 10%: include your actual word count at the end of each section)

### ANSWER:

Decision making and discretion play a pivotal role in policing and it allows officers to identify the most positive outcome of each situation in which they are involved.

One article that I have found that best describes discretion in policing states “ Police discretion means the police have freedom to decide what should be done in any particular policing situation. Discretion must be used to produce fair and just results.” (DUGGER, N.D.).

Discretion is a useful tool that officers can use within the decision making process, there are also aids that can assist with the decision making process, such as the national decision making model that is used by all police forces around the United kingdom in order to make decisions that can be justified and provide and proportionate response to the situation being faced.

In this essay I will be talking about a situation that I have been actively involved in, where I have had to make a decision and I have used the national decision making

model and considered all of the processes involved in the model, where I used discretion to achieve a successful outcome.

I will also talk about whether any social bias affected my use of discretion in the situation and how I identified any bias and attempted to minimise the negative biases effect on my overall decision.

I will explain how I conducted the initial investigation to establish what exactly had happened and how I considered my role in regards to the provision of the criminal procedure and investigations act and my management of the suspect, victims and retaining of significant evidence and information relating to the matter. I will reflect on the incident and learn from it by using Bortons Development framework.

(physiopedia, 2016)

The incident in question was an emergency call that I and my colleague attended, it was a local supermarket where a male was reported to have stolen numerous items from the store, but had been stopped by members of staff following his exit from the store.

Upon arrival, myself and my colleague were met by the store manager who explained that when store staff had stopped the male, he had become aggressive and assaulted three members of staff, by biting and punching them.

After separating the male from the members of staff, my colleague spoke with the staff and I spoke with the male in question who I had dealt with previously and had good rapport with.

The male admitted to the theft of the items but denied assaulting the members of staff but after speaking with members of staff and seeing their injuries, the situation became clearer.

After considering all of the information I had available, I made the decision to arrest the male for three counts of common assault under section 39 criminal justice act 1988 (legislation.gov.uk, n.d.) And theft under Section 1 Theft Act 1968

(Legislation.GOV, 2021 ). Due to the male having an injured shoulder I used my discretion after assessing the risk and decided to handcuff the male to the front rather than the rear. The male was conveyed to custody and following this, I further investigated the matter by obtaining witness statements from all involved parties and CCTV from the store.

My role in this situation was conflict management, I was able to deescalate the conflict between the two parties successfully by separating them, allowing each party to speak to either myself or my colleague and allow them to explain what had happened prior to our arrival.

Another role in which I played in the incident was investigator as I attempted to piece together what had happened and my final role was using the information that I had gathered and all of the factors that may have had an impact on the situation to make an informed decision.

The problems I faced during the incident were mainly the conflict aspect due to the male acting in an irate manner and the staff being very distressed following the incident.

I was able to separate the two parties and I calmed the male down while my colleague comforted the victims of the crime. As well as this, the location in which I was standing with the male was very public and a member of the public said to the male that "he should be ashamed" and this provoked a reaction from the male. I was able to overcome this issue by politely asking that the member of the public to move away and allow police to deal with the matter and by placing the male in the rear of the police van while we ascertained what had happened. By removing the male from the situation to prevent further escalation, my role in the drama triangle changed from the persecutor to almost the rescuer which made the male more compliant when asked by myself and further built my rapport with him subsequently deescalating the situation further.

Even though the male wasn't the victim in the overall incident on this instance where the member of public had become involved he becomes the victim within the drama triangle. (Carers Scotland, 2019)

The overall outcome of the situation was that the male was arrested and conveyed to Swansea custody suite. This decision was not made lightly, I considered all options using the national decision making model and considering the mnemonic JPLANE which each letter in the mnemonic stands for a criteria that needs to be met, the letters represent whether the decision is justified, proportionate, legal, accountable, necessary and ethical (College of Policing, 2020).

I considered whether arrest would be justified which I believed it was, I also considered whether my response to the situation was proportionate, which given the assaults that had occurred I believe that arrest was the only available response. Another thing that I had to consider was were the legal powers surrounding the offences, which were theft and assault and both are offences so arrest was legal on this occasion.

A consideration that was needed was, am I accountable for my actions, given that I met the criteria of my response to the situation and the subsequent arrest being justified, proportionate and legal, I believe that there is clear accountability as well as the incident being documented on body camera which adds further accountability. The final two letters in the Mnemonic are necessary and ethical and both these criteria's of the process were met as the assaults required arrest to prevent further loss, damage and injury and the response was ethical. I followed the police code of ethics throughout the encounter ensuring that I used force appropriately, where necessary and carried out my duties and responsibilities (college of policing , 2014). One of the things that I have learnt from this incident is to understand the reasons behind why the incident happened and I was able to do this by implementing one of Goldstein's theories which was problem orientated policing (College of policing , 2020).

When speaking with the male, he explained that he has a drug and alcohol dependency and relies on theft to fund it, from this I was able to establish what the root cause of the crime was and advise the male of help options, with the substance abuse that are available to him and subsequently attempt to prevent further crime being committed by the male.

When making the decision and my use of discretion in this incident I made the decisions based off the information that I had received from all parties at scene. I also believe that my decision was influenced by an element of bias as I have attended incidents previously with the male, who had committed offences similar to the ones in this incident. Despite all of the best available evidence and my use of the national decision model, making the overall decision and my belief that I did make the correct decision, I do also believe that there was an element of unconscious bias by myself.

My responsibilities in regards to the criminal procedure and investigation act in this case were to ascertain whether crimes have been committed, what crimes and whether criminal proceedings are to be taken as well as securing the best evidence available, which in this case is the CCTV and statements from the witnesses and victims of the crime. (College of Policing , 2013)

Finally from this incident, I have learnt that unconscious bias should not play any part in my decision making process and that in future incidents, and that the decision should be made by using only the information that I have available and the national decision model. I should discount any previous bad character evidence for that person unless it is relevant and can be used to give a lower disruption disposal method.

Another lesson I have learned from this incident is that building a positive rapport with the subject can lead to avoiding conflict or deescalating any conflict that is underway between myself and the offender.

1481 words

## **Bibliography**

Carers scotland , 2019. *The drama triangle*. [Online]

Available at: [https://www.carersuk.org/images/Downloads/The\\_drama\\_triangle.pdf](https://www.carersuk.org/images/Downloads/The_drama_triangle.pdf)

[Accessed August 2021].

College of Policing , 2013. *Managing investigations*. [Online]

Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/>

[Accessed August 2021].

college of policing , 2014. *police code of ethics*. [Online]

Available at: <https://www.college.police.uk/ethics/code-of-ethics>

[Accessed August 2021].

College of policing , 2020. *Problem orientated Policing*. [Online]

Available at:

<https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=47>

[Accessed August 2021].

college of policing, 2020. *conflict managment skills*. [Online]

Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>

[Accessed August 2021].

DUGGER, S. -. A., N.D.. *Discretion in policing*. [Online]

Available at: <https://study.com/academy/lesson/ethics-discretion-professionalism-in-policing.html>  
[Accessed August 2021].

physiopedia, 2016. *Bortons Development Framework*. [Online]

Available at: <https://www.physio->

[pedia.com/Borton's Development Framework#:~:text=Borton%27s%20development%20framework%20is%20a%20fairly%20straightforward%20and,questions%20only%2C%20which%20is%20what%20makes%20it%20appealing.](https://www.physio-pedia.com/Borton's_Development_Framework#:~:text=Borton%27s%20development%20framework%20is%20a%20fairly%20straightforward%20and,questions%20only%2C%20which%20is%20what%20makes%20it%20appealing.)

[Accessed August 2021].

## Task 5

### Personal Development Plan (PDP) / Learning Plan.

*As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the word count reflects the thought and research you put into it.*

| Identified area for development                                                                                   | How it will be achieved                                                                                                                                                                                                                                                                    | Who can provide support?                                                                                                                                                                                            | Timeline                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Providing an initial response to policing incidents:</p> <p>Engaging in appropriate multi agency referrals</p> | <p>I hope to achieve this by gaining more experience of the processes involved in making referrals to specialists departments such as social services and learning more about what other agencies are available to help with specialist matters such as court liaison, Social services</p> | <p>The support of my peers and tutor can provide help and support on this matter as well as advising me of what other agencies are available to help in scenarios that require a specialist in that department.</p> | <p>I hope to develop and become more experienced in this particular area by the end of my first year in policing. I have chosen this date as I believe it is a SMART target.</p> <p>1<sup>ST</sup> January 2022</p> |
| <p>Using police powers to deal with suspects:</p> <p>Apply alternative</p>                                        | <p>I hope to achieve this by gaining a further understanding of disposal methods that are available to crimes of less severity and</p>                                                                                                                                                     | <p>The support that can be provided for this area can be from independent research of what disposal methods</p>                                                                                                     | <p>I hope to develop my knowledge of alternative disposal methods and</p>                                                                                                                                           |

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| disposal methods in regards to disposal off suspects in line with legal and organisational requirements. | understanding where these disposal methods can be implemented and the criteria that must be met in order for these disposal methods to be used.                                                                                                                                                                                                                                                | can be used and the help and support of my peers and tutor who can explain and expand on where and why a particular disposal method might be suitable.                                                                                                                                                                     | where they can be used and I hope to achieve this by the end of my tutorship. I have chosen this date as I believe it is a SMART target.<br><br>30 <sup>th</sup><br>September<br>2021                                 |
| Conducting suspect interviews:<br><br>Addressing any contingencies that may arise during the interview.  | I hope to address a weakness that I often encounter during suspect interviewing which is addressing a contingency that I have not planned for during a suspect interview. I hope to this by slowing down my interviews and identifying any possible contingencies that may arise during the interview so I am better able to deal with these contingencies during the interview and also to be | I believe the support that I can receive in regards to this area is by having a better interview plan that addresses any contingencies and having more interview experience so that I am able to ask questions based off response not just pre planned questions. I also believe that the support I could receive could be | I hope to develop and become more confident in these areas of interviewing by the end of my first year in policing. I have chosen this date as I believe it is a SMART target.<br><br>1 <sup>st</sup> January<br>2022 |

|  |                                                                                                                                                 |                                                                                                                 |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|
|  | able to prompt questions more effectively from the responses I receive rather than sticking to questions that were prepared prior to interview. | sitting in on an interview with an experienced officer to see how they deal with contingencies when they arise. |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|

## Bibliography:

## Bibliography

Avon and Somerset Police . (2019). *The national decision making model* . Retrieved August 2021, from <https://www.avonandsomerset.police.uk/media/27527747/national-decision-model.pdf>

Carers scotland . (2019). *The drama triangle* . Retrieved August 2021, from [https://www.carersuk.org/images/Downloads/The\\_drama\\_triangle.pdf](https://www.carersuk.org/images/Downloads/The_drama_triangle.pdf)

College of Policing . (2013). *Managing investigations*. Retrieved August 2021, from <https://www.app.college.police.uk/app-content/investigations/introduction/>

college of policing . (2014). *police code of ethics* . Retrieved August 2021, from <https://www.college.police.uk/ethics/code-of-ethics>

College of policing . (2020). *Problem orientated Policing* . Retrieved August 2021, from <https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=47>

College Of Policing. (2015). *Arrest and other Positive approaches*. Retrieved September 2021, from <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches/>

College Of Policing. (2017). *Competency Value Framework*. Retrieved September 2021, from <https://www.college.police.uk/career-learning/career-development/competency-and-values-framework-cvf>

College Of Policing. (2018). *Tactical Options* . Retrieved August 2021, from <https://www.app.college.police.uk/app-content/public-order/planning-and-deployment/tactical-options/>

college of policing. (2020). *conflict managment skills*. Retrieved August 2021, from <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>

College of Policing. (2020). *Conflict Managment Skills*. Retrieved August 2021, from <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>

- DUGGER, S. -A. (N.D.). *Discretion in policing*. Retrieved August 2021, from <https://study.com/academy/lesson/ethics-discretion-professionalism-in-policing.html>
- Gov.uk. (2013). *Victim Personal Statement* . Retrieved September 2021, from <https://www.gov.uk/government/publications/victim-personal-statement>
- Hall, J. A. (2002). Patient and education counselling. *Do patients speak differently to male and female practitioners?: A meta-analytic review*, 48(3), 217-224.
- HSE.GOV. (2018). *stress at work- work related stress*. Retrieved July 28th, 2021, from <https://www.hse.gov.uk/stress/what-to-do.htm>
- Legislation.Gov. (n.d). *Criminal Justice Act 1967*. Retrieved August 2021, from <https://www.legislation.gov.uk/ukpga/1967/80/section/91>
- legislation.gov.uk. (n.d.). *Criminal Justice Act 1988*. Retrieved September 2021, from <https://www.legislation.gov.uk/ukpga/1988/33/section/39>
- MAYO clinic . (2020). *stress management and exercise* . Retrieved July 28th , 2021, from <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/exercise-and-stress/art-20044469>
- Ministry Of Justice . (2020, November ). *Codes of practice for victims of crime in England and Wales* . Retrieved September 2021, from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974376/victims-code-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974376/victims-code-2020.pdf)
- MS, E. S. (2020). *Very Well Mind*. Retrieved July 28th, 2021, from <https://www.verywellmind.com/tips-on-getting-organized-3145158>
- NHS. (2019). *stress- every mind matters*. Retrieved July 27th, 2021, from <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/>
- NHS. (2020). *What Is Resilience*. Retrieved July 28th, 2021, from <https://people.nhs.uk/guides/health-and-wellbeing-conversations-support-for-facilitators/steps/what-is-resilience/>
- NYP Learning. (2016). *Intelligent Leadership*. Retrieved August 2021, from <http://nyp-learn.com/Leadership/index.html>
- physiopedia. (2016). *Borton's Development Framework*. Retrieved August 2021, from [https://www.physiopedia.com/Borton's\\_Development\\_Framework#:~:text=Borton%27s%20development%20framework%20is%20a%20fairly%20straightforward%20and,questions%20only%2C%20which%20is%20what%20makes%20it%20appealing.](https://www.physiopedia.com/Borton's_Development_Framework#:~:text=Borton%27s%20development%20framework%20is%20a%20fairly%20straightforward%20and,questions%20only%2C%20which%20is%20what%20makes%20it%20appealing.)
- South Wales Police. (2008). *Adults At Risk*. Retrieved September 2021, from <https://www.south-wales.police.uk/SysSiteAssets/media/downloads/south-wales/about-us/policies-and-procedures/english/adults-at-risk---english.pdf#:~:text=Public%20Protection%20Notice%20%28PPN%29%20PPN%20is%20an%20information,RMS%20NICHE%20for%20officers%2>

The police Charter . (2018). *Tactical Communication*. Retrieved August 2021, from  
<https://www.thepolicecharter.com/tactical-communications#:~:text=Tactical%20Communications%20is%20essentially%20required%20taining%20for%20anyone,of%20direction%20by%20the%20officer%20to%20the%20public.>

University Of Edinburgh . (2020). *The Gibbs Reflective Cycle* . Retrieved August 2021, from  
<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

**CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.**

**Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).**

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: HARRI MORGAN FORD (Learner - Electronic signature or type name)

Date: 05/09/2021